

Inspection report for early years provision

Unique reference number	EY382328
Inspection date	17/02/2009
Inspector	June Rice
Type of setting	Childminder

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the childminding

The childminder was registered in 2008. She lives with her husband and three children aged nine, six and two years in Doncaster. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The premises are accessible to people with limited mobility. The childminder walks to local schools to take and collect children. The childminder attends the local parent/toddler group.

The childminder is registered to care for a maximum of two children at any one time and is currently minding one child under five years. She also offers care to children aged over five years to 11 years. This provision is registered on the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range. There are currently two children on roll on the compulsory register.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder has sufficiently evaluated her provision and identified areas to improve. For example, her understanding of the early learning goals and her planning and assessment systems. The childminder promotes inclusive practice and takes account of children's culture and background. She ensures the learning environment and suitable resources are available to all children regardless of age, gender or ability, and this ensures children continue to make progress. The childminder works in partnership with parents to ensure she meets children's individual needs. Policies and procedures are mostly effective and available to parents, who sign them as read and understood.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop the use of self evaluation to monitor and evaluate the provision and provide opportunities for parents to be involved
- continue to improve knowledge and understanding of the early learning goals to ensure appropriate links are made
- further develop planning and assessment arrangements to ensure they help identify learning priorities for each child, and then plan relevant and motivating learning experiences

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure all records of risk assessments are signed and dated (W5 Documentation.)

06/04/2009

The leadership and management of the early years provision

Records required for the safe and efficient management of the early years provision, and to meet all children's needs are mostly satisfactorily maintained. Policies and procedures are presented to parents who sign that they have read and understood them, and ensure they have a clear understanding of how the setting works. The childminder has very recently begun to evaluate her provision. She demonstrated through discussion that she is aware of her strengths and areas for further improvement. For example, to continue to develop the use of observations, assessments and planning systems. However, she has no system in place to ensure this continues or to provide parents the opportunity to be included in evaluating the provision. The childminder provides sufficient information to parents about the Early Years Foundation Stage through posters, information cards and discussions about children's progress which she links to the six areas of learning. They are encouraged to be involved in children's learning. For example, by sharing appropriate information about their children's development stages. This helps the childminder to satisfactorily plan for their next steps. An inclusive practice is promoted to ensure children's welfare needs are met, and this means children continue to achieve.

Children are safeguarded, and satisfactory steps are taken to promote children's good health and well being, including those to prevent infection. For example, children who are infectious are excluded to protect others and procedures are successfully implemented to ensure the home, toys and equipment are clean and suitable for use. Risk assessments identify actions taken to manage or eliminate risks for outdoor, indoor spaces, furniture, equipment and toys. However, a small number are not signed or dated as required. Children are further safeguarded because the childminder demonstrates a clear understanding of child protection issues and the procedures to follow.

The quality and standards of the early years provision

The childminder takes steps to ensure children are helped to stay safe. For example, she ensures hazardous substances and items are out of their reach, safety gates are in place and only named adults are able to collect children. Children learn about keeping safe. For example, they are taught about road safety, being safe around water, stranger danger and are included in emergency evacuation practice. Children are helped to be healthy. They are provided healthy, well balanced meals that take account of individual dietary and religious requirements, and include fresh fruit, vegetables and wholemeal cereals, and bread. Children request drinks when they are thirsty, and snacks when they are hungry. Children are learning to wash their hands before eating and after using the toilet, and are provided with individual hand towels to help prevent infection.

The childminder demonstrates satisfactory skills in helping children in the Early Years Foundation Stage to learn and develop. She takes account of their interests when she asks questions to help them think. For example, children show an interest in naming colours and are encouraged to name the colour of the bricks

they are using to construct a building for their favourite aeroplane. However, in the same activity, the childminder takes over the construction when children ask for help to make the building more secure. This does not help them to work things out. Children's profiles include starting points and these are used well in conjunction with information from observation and assessments to ensure children continue to achieve satisfactorily. Shared information takes account of children's interests, what they can do and what they are attempting, and although observations and assessments are in their early stages, they are used appropriately to help plan children's next steps, and are beginning to illustrate children's different stages of development. However, the observations are generally linked to the most dominant area of learning identified by the childminder. Therefore, assessments presently do not provide a complete picture of where children are at, and do not fully influence the planning of motivating learning experiences for children in all areas.

Children are fairly well behaved, and are being encouraged to develop habits and behaviour appropriate to good learners, their own needs, and those of others through the childminder's approach to behaviour management. She remains calm, encourages children to take turns and share, apologise and uses time out for short periods as a final step to help children calm down and think about what they are doing. Children have equal access to activities and play opportunities. They benefit from being able to independently and safely access a good range of resources that are suitable for their ages and stages of development. For example, puzzles, games, books, role play equipment and a selection of different arts and crafts. Children select a shape sorter and take turns to fit shapes into it, showing growing concentration as they say 'that goes there,' and 'that goes that way.' They select a favourite toy vehicle and uses their own imagination pretending to dig up the hearth to build a new one. The childminder encourages their imagination and talks about what kind of fireplace she would like. Children enjoy construction, they make triangles and ask the childminder to make a square. Children enjoy a small group activity where they use a variety of cutters and tools to make shapes with play dough. They are provided with daily opportunities to enjoy physical activity through regular outings to parks and activity centres where they learn to use their bodies to negotiate large play equipment.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.